

AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XIX.

ST. LOUIS, AUGUST 9, 1886.

No. 8

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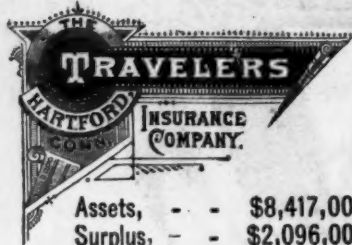
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VOL. XIX.

ST. LOUIS, AUGUST 9, 1886.

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Don't get blue because it don't rain hard every day, or because it rains too much! Take a wider outlook. Keep posted, have faith, and be happy.

WE should advise Secretary of State Lamar to take Mexico—some day—after his nap, but we have all the illiterates we can care for on our hands now, and rather more than we do care for, or at least provide for.

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Such a character is irresistible and invincible.

Only know just what you want to do, and then study the "how to do it," and get all to help in their own way a little—in their own way, remember—and use and utilize all—then you will interest all.

We do not begin to realize or know or use our power as teachers yet—in the community—as we ought to do, as we can do. Look into it, and see if this is not true.

IT PAYS TO PAY.

We ought to have more money for school purposes.

The school terms are too short.

Too many children do not attend school at all.

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Now, if you take a child and educate it, you get a producer instead of a consumer—a productive man or woman, who can not only take care of themselves, but who produces so much more than they consume, that the country is enriched, and we all get back more than the education cost,—and still the intelligent, educated person goes on producing and enriching the State and the country all the time. In the one case, we have only ignorance, vice and crime—a hulk and constant tax on property and constant cost—that is the penalty we pay for ignorance. In the other case, we have intelligence, obedience to law, productive industry, and the State enriched all the time.

Schools and intelligence pay.

Ignorance, vice and poverty cost all the time.

This is the great question of political economy, that schools and teachers and school officers and school journals, should discuss and demonstrate and prove, until all the children in our country are brought under proper training—until the schools are kept open nine months out of the twelve—until taxes are levied and collected sufficient to do this work and pay for it.

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Why?

Is it not better to create a public sentiment which shall demand nine months school out of the twelve, and the proper and adequate compensation of our teachers?

We think so.

What do you think?

We shall be glad to print short, condensed articles on either or both sides of this question.

EDUCATION AND HEREDITY.

It is time we were looking carefully into these subjects. It is said, from official sources, that the four hundred and fifty thousand insane, idiotic, deaf, blind, pauper, or criminal inhabitants of the United States cost for their annual maintenance, probably not less, on the average, than \$175 each, directly or indirectly, or let us say \$75,000,000 in the aggregate. Seventy-five million dollars is a per capita tax of one dollar and a half on every man, woman and child in America, which we pay almost without our knowledge for ignorance and crime.

We are not over-educating yet.

This amount represents at three per cent. the interest on \$2,500,000,000. And what is \$2,500,000,000? When the census of 1880 was taken, the national debt of the United States was \$2,120,415,370. The investment in the debt did not equal the permanent investment in misfortune and crime represented in the returns of the defective, dependent, and delinquent classes.

Ignorance costs. Intelligence pays.

Do not these figures show that we cannot escape the consequences of

ignorance? Are they not sufficient to convince business men that their financial interests demand that some one shall pay attention to the question of the prevalence of these evils, their prevention and their cure? So it seems to us.

We have got to meet this question of ignorance, vice and crime, one way or the other. We must educate and remove it—or pay for it.

NEW YORK MOVING UP.

THE School Journal, N. Y., says: "Many of our school houses are a disgrace to civilization, worse than barns, endangering the health and lives of the pupils attending them.

How to provide better houses is a most important question which must be answered. An agent of the State is now at work, under the direction of the Department of Education, examining the school-houses of the State. His report will be published, with suggestions, plans, and specifications of good buildings."

COMMON SENSE FROM INDIANAPOLIS.

ANNA C. BRACKETT.

As a rule, publishers' circulars are very useless and a great annoyance. They clog up the letter-box and afterwards the waste-basket; and as we have learned the inutility of recommendations of school books and as they are generally half-filled with such easily obtained recommendations, the passage from letter-box to waste-basket is very easy. But the other day with one of these circulars I found an essay by Lillie J. Martin of the Indianapolis High School, which had some very excellent and sensible ideas in it, and as I make haste to recognize common-sense wherever I meet it, I want to emphasize one or two of her statements. She is speaking of teaching chemistry, but what she says is so well based that it will apply to any department of teaching. I quote:

"When Prof. R——, gave lectures, a year or two ago, my pupils seemed greatly impressed. But, after questioning them, I came to the conclusion that seeing the experiments on a large scale was rather a matter of wonderment and surprise than of any scientific value—at least, not of sufficient value to warrant the giving up of much time to it."

This is most excellently true. A great many people fancy that because a lecturer happens to be in the vicinity, it will be a good plan to have him give lectures in a school. The pupils, as with children always, are pleased with the novelty. They like to sit still and be talked to, to see some one else work, and to have something to look at. Experiments in Natural Science, specimens, photographs, stereopticons, are brought into use and all goes off finely. It is all very well, but it is not school, and it

is not teaching or learning; and as this teacher found, a little questioning afterwards invariably serves to show that it has been a matter of wonderment and not a matter of education. The result is much the same as with the children in the English school who all were sure that one of the events of a certain reign was that "many of the bishops lost their sees." This sounded very well, but one adventurous examiner went on to question as to what this meant, to the children, and was informed that the aforesaid bishops had their eyes put out.

I said that this was all very well, but that it was not teaching or learning, and that reminds me, not inappropriately I think, of another story, this time about Boston. There were two sisters there, one of whom died. After a while the survivor, having been put in communication with her through a celebrated medium, found that she was in heaven, and enquired how she liked it. The answer was a little hesitating, "well it is very interesting and very instructive,—but O, Sarah, it is not Boston!"

In like manner these lectures by people not acquainted with the pupils, not in relation with them, and at most only slightly posted as to what they have been doing, may be very interesting and instructive, in the usual acceptance of the word,—but they are not teaching and they are seldom really useful.

They come under the head of amusement, of play, and not of work, and therefore can form properly no part of the school exercises, and should take none of the school time. There is too much tendency to make everything a part of school.

But everything cannot be done there, and for the child-mind it is better to work along steadily and under one direction in school. In no other way can the best results be attained. The tendency now in schools is to dissipation of the mental powers and to desultoriness in work. This kind of school work will never build up strong citizens for the Republic. The children that outside of school had not much but the unconnected articles of magazines and in school were lectured to instead of being made to work steadily and simply along, are the ones who, thirty years hence, recognizing the lack in their own characters as they come to the test of living, are going to attack the Public Schools as useless, stigmatize teachers as not fitted for their work, and abolish the Normal Schools. They will be sure to attribute to a system of schools as inherent in them the failure which really should be laid at the door of a foolish ambition of some teachers for show and a simple lack of common-sense.

Frogs are the greatest croakers in world, and they never do any work —N. O. Pioayune.

DO YOU WANT THIS?

IGNORANCE will bring it! Intelligence will prevent it!

Talmage says if the people of this nation could only be made to understand what *anarchy* is, they would crush out its life instantaneously. "Anarchy is abolition of the right of property. It makes your store and your house and your money and family mine, and mine yours. It is wholesale robbery. It is every man's hand against every other man. It is arson and murder and rapine and lust and death triumphant. It means no law, no church, no defense, no happiness, no God. It means hell let loose on earth, and society a combination of devils incarnate. It means extermination of everything good and the coronation of everything infamous."

Is it not strange, that *over-production* should ever have been accepted as the cause of our industrial and social troubles. As if a man should be poor because he had produced much, and rich because he had nothing! No, it can not be over-production.

HAVE HEARD OF IT.

SOME of the members of the House of Representatives in Washington, D. C., can read—one side of a question at least.

They seem at last to have heard or read of the large surplus lying *idle* in the United States Treasury. On July 1st, 1886, Mr. Jordan's official statement read as follows:

THE SURPLUS.

Greenback reserve gold, held by law.....	\$100,000,000
Small change.....	29,282,495
Silver dollars.....	83,241,320
Net cash balance, composed of \$57,000,000 of gold, the rest greenbacks and national bank notes.....	75,191,109
Total surplus.....	\$287,714,924
Held on special deposit....	205,202,247

Cash in Treasury July

1st, 1886.....	\$492,917,171
Four hundred and ninety-two millions nine hundred and seventeen thousand one hundred and seventy-one dollars in the United States Treasury.	

We are not poor!

We can afford to educate the illiterate.

ANOTHER GOOD STATEMENT.

THE Manual Training School does not propose to abolish the regular literary curriculum, but to add to and complete it by putting to school the whole boy—brains, legs, eyes, arms, and fingers. The training of the eye and hand is indispensable to a complete education of the brain, and is therefore as necessary for those who are not going to be artisans as for those who are.

There is a close connection between brain thinking and hand doing. A thought must pass from the brain into the hand, and through the hand into action or form before it can be testable thought, a clear thought, or practicable thought. Observation and judgment can only be properly trained through the training of the hand—this is the theory.

The object sought is not the training of the fingers to expertness in special trades; but the simultaneous training of those mental faculties and physical organs which are involved in and enter into the successful working of all trades; the production not of special, but of general, craft or cunning.

WHY NOT?

WHY not show the figures to the school officers as to the cost of some "tools to work with" in the school-room.

Say the entire outfit for a set of Maps, a Globe, a set of Charts and a Blackboard comes to \$80.00 and lasts 20 years, that would be only \$3.00 per year and all the pupils get the full benefit of all these things for this trifling expense. If there are 30 pupils, it would only be 10 cents per year to each pupil.

Do you not think it would be worth this small sum to a pupil to have the use of these Globes and Maps?

If they only lasted ten years, then the cost to each for the entire outfit would be only 20 cents.

No parent, no person, no Director or tax payer should take the responsibility of keeping their children in the bondage and helplessness of ignorance, for want of these *necessary* articles in the school-room.

The law makes it the duty of Directors, into whose hands the children are committed, to help them, and help them now while they attend school.

We have shown at what a trifling expense this can be done.

Will you now discharge your duty by providing these things?

SCHOOL officers do a wise thing in giving the teachers and children some "tools to work with." A whole class can be taught at once—a class of ten or twenty—with a set of Maps, so that the teacher can do *ten or twenty* times as much with a set of Maps as they could do without them.

The cost is spread over ten or fifteen years, and over all the taxable property too, so that no one feels it at all, and all get the benefit of it.

It is a wise provision to fit up the schools with Maps, a Globe, and plenty of Blackboards.

LET us nerve ourselves for double work and double duty this year in the school-room and outside of it too. Get in all the children. There are over 600,000 who do not attend school at all!

IN A NUT-SHELL.

HERE you have the whole argument demonstrated.

Is it true that the nations most skilled in the useful arts are most highly cultured in morals? And if it be true, it constitutes a a potential argument in support of joining to intellectual instruction in the schools a course of training in the elements of the useful arts.

And of the fact which forms the basis of this argument there is a logical explanation. Nothing stimulates and quickens the intellect more than the use of mechanical tools.

The boy who begins to construct things is compelled at once to begin to think, deliberate, reason and conclude. As he proceeds he is brought in contact with powerful natural forces.

If he would control, direct, and apply these forces he must first master the laws by which they are governed; he must investigate the causes of the phenomena of matter, and it will be strange if from this he is not also led to a study of the phenomena of mind.

At the very threshold of practical mechanics a thirst for wisdom is engendered, and the student is irresistibly impelled to investigate the mysteries of philosophy. Thus the training of the eye and the hand reacts upon the brain, stimulating it to excursions into the realm of scientific discovery in search of facts to be applied in practical forms at the bench and the anvil.

It may as will be understood and stated too that it is necessary that any party which is to control the better destinies of the country should comprehend its mission and see the way in the light and by still greater light to the things which concern the nation's peace and prosperity. Public education is this greater light, and no party can afford to hinder or ignore this issue.

HOW THEY STAND.

SAM JONES says: "I'll tell you just exactly how the two parties stand to-day. The Democratic party is a straddle of a barrel of whisky, and the Republican party a straddle of a beer-keg. That's a fact, and it's just nip and tuck now which is going to get into the Presidency every four years; whether the beer keg will get in or the whisky barrel. You see, now, I would pray, "Great God, give New England grit; give her courage to stand up like men on this issue."

That little Mahone, of Virginia, only weighs about ninety-five pounds, and some fellow asked him what he weighed. He said: "I only weigh ninety-five pounds, but ninety pounds of that is solid backbone." Well, now, that is just what we need, about *ninety-five per cent. backbone*, when we go into a fight like this.

Brethren, if there is anything I despise it is a coward. A man says, I am going to take no sides. You little puppy, you. I would have called you a dog and have done with it, but you ain't grown yet. I'm not going to take any sides. Well, now, I'll say this—this is an issue upon which every man must make a decision, every true man. If you have a little, light cotton string in your back with a rib or two knit to it, and call that your backbone, you must.

DO YOU SEE IT?

WHEN the employes of an Indiana school furniture factory operated by a German, struck for *eight hours' work a day*, he granted it, but when they wanted ten hours' pay for eight hours' work, he called them up and said:

"My frens, maybe I do ash you like. I haf on order from San Lewis for ten dozen scool seats. I vhill sheep him eight dozen und bill him for ten. If he doan *kick on me* it shows me dot der rule works both vways und we vhas all right."

It is needless to add that the idea didn't work, and that the men are receiving eight hours' pay.

WHAT the pedagogue does not understand is, why so much space is given by these enterprising dailies to the ball game and the slugging match and so little space to the National Teachers' Association.—*Sat. Mirror*.

Let us tell you—but don't put it into the *Mirror*—because that reflects double, you know.

The reason why is this—people interested in "ball games" and a "slugging match" buy the newspapers. Teachers do not buy the newspapers—have not the money to pay for them, and when the United States Senate, by a vote of *three to one*, said, the work the teachers are doing in the country is so necessary and so valuable that we will vote \$77,000,000 to increase it and to pay for it, the four hundred thousand teachers of the country did not feel interest enough in securing *seventy-seven millions* of dollars, to even ask the House of Representatives to pass the Senate Bill. The teachers are short of money and do not buy the newspapers, and hence "*base ball*" walks off with the space and the interest.

DR. J. BALDWIN says:

"Suitable educational appliances, such as Globes, Maps and Blackboards, *double* the efficiency of the teacher."

WHO are our best teachers to-day? The narrowly technical pedagogues? No; but those who have the most liberal education, and the widest, broadest culture. They are the ones who rise most steadily in the profession. They are the ones who are coming rapidly to fill all the highest positions, simply because they are the most competent and best fitted for them.

ARKANSAS

EDITION
American Journal of Education.
\$1.00 per annum in advance.

FRANK J. WISE, Pine Bluff, Ark... { Editors.
J. B. MERWIN.....

SCHOOLS in Arkansas should be open nine months out of the twelve, and the minimum salary paid should be at least \$50 per month. This would secure competent teachers.

HOW IS THIS?

WE clip the following from the *Meteor*, Malvern, Arkansas.

Would not the passage of the *Blair Bill* help out? We think so.

"At a meeting of the Malvern School board, held at the office of Dr. S. Reamey, July 3d, 1886, a petition from several citizens asking the board to call a mass meeting of the people of the district to ascertain the financial condition of the district, and to decide whether a school should be taught, was carefully considered. But after hearing a report from the Financial Committee, showing that after all taxes collected and apportioned for the present year, the district would still be in debt to the amount of \$661.18, it was decided by the board that there would be no school for the ensuing year.
S. REAMEY, Pres.
DAVID. S. McCRAY, Sec."

GET the people interested. Show them how intelligence helps—how knowledge makes children strong to do—because they know how and why. Multiply occasions for seeing the parents, for talking with them, for showing them the progress the children are making.

Get up exhibitions, recitations, meetings and lectures. Invite the lawyers, the doctors, the ministers, to lecture on education. Have some good rousing music by the children. Kindle up the fires of enthusiasm for better citizenship and more intelligent work.

LOOK IT UP.

EDWARD EGGLESTON in his book, "The Big Brother," says something so good that it ought to be passed around, remembered and practiced.

"It will not hurt you, boys and girls, to learn a little accurate geography, by looking up these places before going on with the story; and if I were your school-master instead of your story-teller, I should stop here to advise you always to look on the map for every town, river, lake, mountain, or other geographical thing mentioned in any book or paper you read. I would advise you, too, if I were your school-master, to add up all the figures given in books and newspapers, to see if the writers have made any mistakes; and it is a good plan, too, to go at once to the dictionary when

you meet a word you do not quite comprehend, or the encyclopedia or history, or whatever else is handy, whenever you read about anything, you would like to know more about it."

[These are practical suggestions of inestimable value.—EDS.]

WHY should a School Board in its collective and official capacity do things which, as individuals, it would be dishonorable to do—which honorable men would scorn to do!

IN presenting his recent graduating class of 45 boys to the patrons of the Manual Training School, Prof. Woodward said, as regards the injuries received during the three years of the course:

"I have also been interested to learn how many have received notable injury while engaged in our shops. No one has lost even a finger-joint and only three can show disfiguring scars. It appears that the

BASE BALL

has been a more dangerous weapon than our entire array of tools and machinery."

CANON FARRAR, it will be remembered, in his lecture delivered at Johns Hopkins' University, put himself in line with those who protest against making the study of ancient languages the chief business of college life.

NEFER dond criticize der Almighty when he dond stutf brains in der heads of efery one. He knew poety vell his pishness. Too many Solomons vas make, shpile der scoop.

A SOFT answer turns away wrath, and when a wife or a husband or a teacher is irritated, there is nothing like letting a subject drop. Then silence is indeed golden. But the silence persisted in is an instrument of deadly torture. "A wise man by his words maketh himself beloved." To this might be added that on certain occasions, a fool by his obstinate silence maketh himself hated.

Is the school-house all ready?
Are the Blackboards in good order all round the room?
Are the Desks in good Order?
Have some "tools to work with" been provided? Maps and a Globe?
Don't risk your reputation in the school-room to bring results, without "tools to work with," any more than you would agree to produce a crop on the farm without a plow and a hoe. Would a farmer say: "There is the earth and the heavens! Give us a crop of wheat, corn and oats"—and would he undertake to do it without the tools?

OVER 20,000 circulation this issue.

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COMPRISES THE FOLLOWING DEPARTMENTS:

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J. 17-1 W. G. ELIOT, Chancellor.

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FRANK M. SMITH, Supt. City Schools, Jackson, Tenn., April 1, 1885.

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Principal A. M. PRESTON, of Silver Creek, N. Y., whose salary has been raised through this Agency from \$700 to \$1,400, writes June 29, 1886: "The four vacancies we had have each been filled by teachers whom you recommended to us. In behalf of the Board, and for myself, also, I thank you for kindness shown us." The Trustees at Iron Mountain, Mich., have just elected seven teachers all selected through this Agency. Other recent appointments have been made to Searcy, Ark.; Hardinsburg, Ky.; Ouray, Col.; etc. Supt. Morse, of Lockport, Ill., who wanted to return to N. Y., has been made Principal at Angola, N. Y. We are in position to help teachers to almost any kind of a position in almost any region.

DON'T LEAN ON A BROKEN REED, But register in an Agency that will do something for you. Send stamp for circular, and application blank, or if you are in haste, send Two Dollars, with full description and be registered at once. Send also for Catalogue of Rules for Teachers. C. W. BARDEEN, Syracuse, N. Y.

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THE AMERICAN JOURNAL OF EDUCATION

When you write to our Advertisers.

NEBRASKA.

SUPT. T. W. HOWARD, of Colfax county, Neb., is on the right track in urging upon school directors the benefits arising from employing teachers for the full year, instead of term by term. It would certainly seem that no engagement ought to be entered into without sufficient investigation to justify at least a year's contract. And even more than this length of time would be better than less.

Employ teachers right along, and, as they become more valuable, increase both the wages paid and the length of the school term to nine months out of the twelve.

The pupils should be taught to realize that they owe a debt to the State for their education, which they are bound in honor to repay by, at the first, diligently learning; and, subsequently, well and faithfully performing their civic duties.—C. F. Crehore, in The Citizen.

Prof. A. E. Clarendon has been re-elected principal of the Fremont schools, at a salary of \$1,200. We congratulate Mr. Clarendon some, but the sensible school-board more, on his election for the sixth year.

The teachers of Pawnee county, Neb., are wide awake on the subject of school libraries. The county Reading Circle is well under way. Superintendent Bowers, Miss Jennie Atkinson, Miss Ella Herron, Miss Alice Marble and others participated in the organization. Prof. A. K. Goudy, county superintendent, reports great interest and a very promising outlook for the circle. Success is sure under these auspices.

NEBRASKA can afford to keep the schools in session nine months out of the twelve, and to pay her faithful teachers a minimum salary of \$50 per month. Her teachers are doing a strong, vigorous, splendid work for the State. Let the State do them full justice. All will gain by this action.

DR. J. BALDWIN says:

"The qualified teacher will no more attempt to teach without ample Blackboard surface than the farmer will attempt to farm without a plow."

SCHOOL officers are sending their orders for Desks, Maps, Globes and Blackboards early this year, so as to have these essential and necessary things on hand and in place in time when the school opens.

Teachers can do vastly more work, and the pupils learn vastly quicker, with these "tools to work with"—and that too at no additional cost—as the expenditure once made, lasts for ten or twenty years, and the expense to each individual is so small that none can figure it out.

Put them in early.

20,000 of this issue, and more too!

PROHIBITION DOES PROHIBIT.

HON. S. B. BRADFORD, Attorney-General of Kansas, says:

"Kansas has a population of about 1,250,000 people; it has eighty-five organized counties; in sixty-two of these counties only 525 convictions have been had for the violation of the various criminal laws of the State since January 1, 1865; that 235 of that number are convictions for the violation of the prohibitory law. Fifty-two of the eighty-five counties in the State report that they have no saloons. Eight of the other counties report that the law is only partially enforced.

From all the information I have been able to obtain, it appears to me that the prohibitory law is no longer an experiment, but, on the contrary, is being enforced as successfully as the law against horse-stealing, murder, arson or other crimes known to our statute."

THE World of July 2d, has this to say:

"The only 'Liberty,' the gentlemen who sit in the House of Representatives at Washington appreciate, is the liberty to make a liberal use of the public money when they have a personal interest to serve."

THE World is a solid Democratic paper and knows exactly what it is talking about.

A GOOD AIM,

BRINGS the bird!

The aim of those Who advertise Their "goods" should be To meet all eyes. And this alone Can well be done Through columns that Have fairly won The reputation Nought can hide Of reaching all Both far and wide. And such this JOURNAL'S Columns are In every way The best by far.

—[Adapted from the New York World.]

LET us do our teachers the justice to pay them promptly, and a little more liberally. Let us meet them more than half way in their efforts to gather in all the children. Let us help by our presence in the school and out of it with words of commendation for their fidelity. Let us help get up meetings, lectures, recitations and exhibitions. The people have scarcely entered upon this work of educating the masses yet. We need all the reinforcements we can command. Let us keep earnestly and sweetly and hopefully at work until we get all these.

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TEXAS

EDITION

American Journal of Education.

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W. S. SUTTON, Ennis, Tex } Editors.
J. B. MERWIN }

TEXAS.

SCHOOLS in Texas, in order to properly educate for the enlarged duties of citizenship, should be open nine months out of the twelve.

Our teachers should be paid \$50 per month, at least as a minimum salary, and more in proportion to the culture demanded and the responsibility assumed.

Texas can do this, and would be largely the gainer by the operation.

STATE TEACHERS' ASSOCIATION.

THE recent session of the State Teachers' Association was the grandest educational gathering ever known in Texas. Over six hundred teachers were in attendance, and every one felt that it was good to be there.

The citizens of Austin vied with each other in extending a generous welcome to the visiting educators. The session was harmonious throughout. Besides the regular programme of educational papers, exhibits from many schools, both public and private, were displayed to fine advantage in the Senate Chamber of the temporary capitol. The exhibits formed a marked feature of the Association this year, and will be continued. The Austin Statesman complimented the work exhibited and compared it with the exhibits which would have truly represented the old field schools—leather straps, ferules and birch rods.

The following business was also transacted.

A resolution favoring Federal Aid in education was adopted by a vote of 109 to 89.

A committee, with Prof. W. A. Banks as Chairman, was appointed to attend to educational legislation during the approaching session of the Legislature.

The district system, instead of the community system, was endorsed unanimously. Committees were appointed to define "a high school," and to take charge of the Reading Circle work.

The Legislature was asked to have physiology and hygiene taught in our common schools, especially that portion which treats of the baneful effects arising from the use of tobacco and whisky.

Resolutions favoring county superintendency and the State Superintendent's submitting a plan for high schools, were adopted.

The Orphan Home, at Austin, was endorsed as a worthy institution.

The National Association will be requested to meet in Austin in 1887.

Prof. Jacob Bickler, of Austin, was elected President for the ensuing year. The next session will be held in Dallas, and the Queen City will give the teachers a rousing welcome.

Teaching is fast becoming a profession in Texas. People are beginning to realize that educating the youth is as much a business as shoeing horses or practicing law. The teachers of Texas ought to be proud of the record of their advancement, and should be grateful to the press that has so generously assisted them. The following notice is clipped from the Austin Statesman:

Yesterday large numbers of teachers arrived and this morning a contingent will be added which will create an

AGGREGATION

of teachers never equalled in this or any other single State in the union. This aggregation is composed of ladies and gentlemen, representative educators of the State and representatives, too, of the great educators of old and modern times, Confucius, Socrates, Aristotle, Arnold, Philbrick, Mann, Agassiz, Story, Flint, and others. The teachers in our city to-day, while representing the new education of the world, teach all the great and high principles of the old. They are engaged in the most

HONORABLE AND IMPORTANT

work found among the myriad vocations of life. It is a work of love, of toil, and poor compensation. All that is elevating in sentiment and ennobling in thought is embraced in it; because, of their labors, the prosperity and the happiness of the State is enhanced, and the world made better. Engaged in this noble work, they are here to discuss the educational plans, and if possible widen and lengthen and improve it. While engaged in their deliberations they are guests of the city, and as such should receive every attention and made to feel at home. The association will convene this morning in the hall of representatives with at least 500 teachers present.

The papers of Austin, the correspondents of the Ft. Worth, Dallas, San Antonio and Galveston journals, the mayor of Austin and Gov. Ireland, all joined in the statement that the recent convention of teachers was the most intellectual body ever assembled in our Lone Star capital. Score another triumph for the Texas teacher.

The following preamble and resolutions were adopted by the teachers of Texas on the third day of the recent State Convention:

Whereas, The perpetuity of a government of the people, for the people and by the people, presupposes as an essential condition the education of the whole people, and,

Whereas, Such education requires

an outlay of large sums of money, and,

Whereas, Since the war our voting population has been largely increased by the addition of six millions of enfranchised citizens, and,

Whereas, This has been done at the close of a most disastrous civil war, impoverishing wholly one section of our country, therefore

Be it Resolved, 1. That the Texas State Teachers' Association, assembled in convention, do endorse any just and wise measure extending to the whole country Federal aid in behalf of the education of all the children of the respective school ages, upon the basis of the illiteracy of the people.

Resolved, 2. That while the necessity and constitutionality of such a bill should not be questioned, this association is strongly opposed to the distribution of national funds donated to the States, unless the disbursements be made by agents of the respective States desiring to accept the bounty of the general Government.

Resolved, 3. That this Association will give no support whatever to any bill which will permit the slightest interference on the part of the national Government in the management of schools of the several States.

Resolved, 4. That we request our senators and representatives in congress to vote for a bill that will give Federal aid to education and will not encroach upon the prerogatives of State government.

Resolved, 5. That our secretary be instructed to send each member of the Texas delegation in Congress a certified copy of these resolutions.

W. S. SUTTON, Chairman,
ALEX. HOGG,
W. A. BANKS.

THE SUMMER NORMALS.

THE Summer Normals opened on the 12th inst. They will be more largely attended and more beneficial than ever before. Texas is moving her educational legions to the front, and the Summer Normals are serving to strengthen and inspire them. Every teacher, who possibly can, should take advantage of such a splendid opportunity for putting on the whole armor.

Crow, of Galveston, Briant, Smith, Ragsdale, Carlisle, Harris, Hand and many others will kindle an enthusiasm in their Summer Normals that will benefit the teachers under their instruction, cheer hearts, and stimulate endeavor for a twelve-month to come.

Superintendent Dow of Houston deserves the greatest praise for having the Reading Circle continued in Texas. He's a brainy man, and has a heart almost as large as Texas.

J. M. Carlisle, of Whitesboro, is a candidate for Superintendent of Public Instruction. No worthier gentleman could be selected. He is an earnest practical teacher, and is a man entirely without a hobby.

Prof. Oscar H. Cooper, a native Texan, from his being so long and

prominently identified with educational interests in Texas, is a formidable candidate for the office also.

There is the best of feeling existing among all the aspirants, and whoever wins the nomination, if he be a progressive school-man, will secure the cordial co operation of the vast multitude of educators in all parts of the State.

Smith Ragsdale, whose brain is commensurate with his ambition, is a popular candidate for Superintendent of P. I. The man who defeats him will get the office, and at the same time vanquish a man who is as well qualified for the position as any teacher in Texas.

Ennis is a thirteen-year-old town, but there were seven high school graduates in her public schools this year. A good showing for a burg just entering its teens, is it not? Does that sound much like a wild West?

Prof. Briant, the efficient Superintendent, at Denison last year, goes to Paris. The latter place has our sincere congratulations.

DR. J. BALDWIN says:

"The teacher who ignores the Blackboard deserves to be ignored by the School Board."

True!

THE fact is, that good Blackboards all around the room; a Set of Outline Maps, and a Good Globe, are to the teacher what the sledge-hammer is to the blacksmith, the saw to the carpenter, the ax to the woodsman, or the plow to the farmer.

Therefore, no school however poor, can afford to do without these necessary helps.

With Blackboards, Outline Maps, and a Globe, any teacher can do from six to ten times as much work in quantity, and tenfold better in quality.

The use of these much-needed implements can not be too strongly urged upon school officers and teachers, because they are as essential as desks and seats to the education and progress of the children.

WE fear the 400,000 teachers of the United States made a mistake—when, after a full and exhaustive debate of every phase of the question of Federal Aid to Education, the United States Senate passed the bill granting \$77,000,000 by a majority of more than THREE TO ONE!—we fear they made a mistake in not unitedly and promptly seconding the action of the Senate by petitioning the House of Representatives to pass this beneficent and necessary measure at its present session.

If the 400 000 teachers had petitioned unitedly to have had this done, the bill granting \$77,000,000 for Education would have been passed before this time! We fear they made a mistake!

HORSFORD'S ACID PHOSPHATE Makes a cooling drink with water and sugar only. TRY IT.

ALABAMA.

THE vast expansion of certain great interests in the South is really wonderful.

In Alabama there were 10,000 tons of coal mined in 1872, and in 1875 2,225,000 tons mined.

In six years the number of coke ovens has increased in that State from 300 to 1,200, and the product has increased more than tenfold.

The product of pig-iron was 77,190 tons six years ago, and in 1888 it will be nearly if not quite five-fold that amount.

The schools in Alabama, if kept open nine months out of the twelve, as they can and should be, would command first-class talent in the teaching force of the State.

\$50 per month should be the minimum salary paid. Alabama is growing rich all the time, and is able to pay her teachers a living salary.

NEW YORK.

IN the State of New York there are at present, 31,399 licensed teachers, of whom only 1,208 hold normal school diplomas, 867 were licensed by the State department of public instruction, and 29,324 by the county commissioners.

State Supt. Draper is in favor of a uniform system of State examinations, supervised by the State department. He says that no trustee has a right to withhold the pay of a teacher while attending an institute if held during the term of school.

Mr. Draper is a man thoroughly conversant with the political system of the State, and able to move forces not within the reach of teachers. Withal he has indomitable perseverance and energy, and a record of success in everything he has undertaken. It is certain he will be no figure-head, and will not hold the office for the purpose of having an easy time in it. He has come to the kingdom in a good time, and we shall watch with great interest the future of his work. The *Journal* pledges him its hearty co-operation in all that will make our system of schools more suited to the needs of the children.—*N. Y. School Journal*.

MONEY is plenty. Let us increase the wages of our school teachers and increase the length of the school term.

Sixty days' schooling of six hours only each day, is not enough.

WE are sometimes told that we shall eventually educate children out of their spheres. In America children have no spheres which they inherit. To enable them to rise from penury to plenty, from ignorance to knowledge, from vice to virtue, is a legitimate aim of education.

Who is't can read a woman.—*Shakespeare*.

KANSAS.

HERE is a wise, practical suggestion, from the *Western School Journal*, that should receive prompt attention:

"The following is suggested as a matter in which teachers everywhere in Kansas are interested. If the petition set forth be drawn off, and signed by teachers throughout the state, and sent to this office, it will reach the proper committees of the Senate and House next winter. Who will take charge of it in each school district? To the Legislature of the State of Kansas."

The undersigned teachers of the State of Kansas respectfully represent to your honorable body that an earlier day ought to be set for the annual school district meeting, for the following reasons:

1. The business affairs of the district should be summarized and reported to the people by the proper officers as soon after the close of the annual school term, about the 1st of June, as practicable.

2. The reports to county superintendents, and their reports to the State superintendent, should all be in by the close of the fiscal year, June 30, as are the reports of other officers.

3. The selection of officers by the annual meetings should occur so as to give ample time to secure good teachers and make necessary preparations for the opening of school in September, thus increasing the efficiency of school work, by making the tenure of teachers more permanent.

For these and other reasons, we respectfully urge that the date of the annual school meeting be changed from the second Thursday of August to a day early in June.

[Signed:]

KANSAS should arrange to keep the schools open nine months out of the twelve, and levy taxes to pay her teachers \$50.00 at the end of each month, as other State and County Officers are paid.

Kansas can well afford to do all this. The teachers earn it, and deserve it.

Is the school-house all ready—everything in order to begin work.

Where the school terms are only three months of twenty days each—sixty days only of six hours a day—everything should be in readiness.

You cannot afford—the children cannot afford—the people cannot afford—to have a month wasted in waiting for seats and desks and maps and a Globe and Blackboards—all of these should be ordered so early as to be sure they will be on hand and in place when the school opens. Hence orders for these necessary things should be given early enough to secure their safe and prompt delivery in time for use the day school opens.

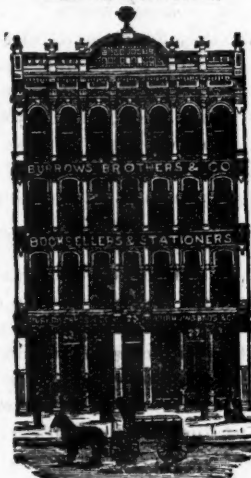
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EDITION

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J. B. MERWIN..... {

ILLINOIS.

ILLINOIS can afford to educate the children of the State. In order to do this properly, the schools should be kept open nine months in the year.

The teachers should be paid at least \$50 per month, in order to secure those competent and hold them in continuous service.

We hope all will work to secure these desirable results.

It takes over twenty thousand copies of the several State issues to fill the demands made for the AMERICAN JOURNAL OF EDUCATION this time.

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Our large list of advertisers will not object?

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VACATION VOICES AND VISIONS.

WHAT is more delightful than an early summer tour in the direction of hills, rivers and foliage, especially if you start out with a cloud sprinkler ahead of your train! And what is less charming than to return over a parched landscape, covered with dust and cinders. But we must have bitter with the sweet in every life trip. The question is, how much sweet can we get in with the bitter? A good deal, if we try. It was certainly delightful, that ride through the Mohawk Valley in the light of nature's season, with every variety of scene whirling past you.

The raging (Erie) canal with its creeping snail burdens, drawn by the fiery and prancing mules, is a fact still, and a still fact. Truly,

"YORK STATE"

may continue to bear the name of Empire State, considering its natural scenery in such great variety from the Adirondacks and Kaatskills clear to the Niagara on the West.

We passed down the quiet Connecticut Valley, into and along through the home-like old Nutmeg State, past that beautiful gem the Taj of the valley, the marble capitol at Hartford, with dome of gilt glistening in the sun, and reflecting credit on the State and the contractors and builders thereof, who erected it at a cost within the appropriation. A remarkable fact this, in these days. Beautiful for situation, the joy of the whole State of Connecticut, is this capitoline hill.

In a day or two we found ourselves with a crowd in the Hall of the NORMAL SCHOOL

at New Britain, ten miles from Hartford. Nearly, or quite all, the pupils there are ladies. Well, God bless them, they can have their own sweet way and wills. But what has become of the young men of Connecticut? They used to grow and flourish there when we were young. Have they all

GONE WEST,

or have they found something better than teaching? We did not have time to ask the Lieut. Governor about that; albeit, he was too busy handing out diplomas to those pretty graduates to bother himself about the young men of Connecticut who were absent.

Appropriately this Normal School might be mentioned next in order after the State capitol, as it is a capital Institution, and in a capital place—may the printer be confounded if he don't spell those two words correctly!

Situated on a slightly eminence, in perhaps the prettiest town in the State, if we except ———, struggling through difficulties and oppositions from narrow-minded men in office in her earlier days, casting off her old shell, she now stands aloft, this State Normal School, extending arms and voices of welcome to those who would inscribe their pedagogic mark.

The graduating exercises passed off quietly and smoothly amid sweet flowers. The music was by trained school voices as was appropriate, a selected soloist taking the lead.

We missed in the forenoon the exercises of the model schools in the building, and the Kindergarten. The latter, especially, we desired to attend, as it is the most fundamental of all schools and all teaching save that of the family itself.

Thence we went to

AMHERST COLLEGE,

(Mass.) our beloved *Alma Mater* since 1861, just a quarter of a century since. "Ah, 'old boy,' you begin to touch a tender spot." Quite so, and though an "old" boy, the second word in the implication remained an impulse within—and who could not be a "boy" again, even after 50 years' absence from such scenes, on revisiting the campus and seeing the new ones on the stage and how they babble and bubble over on a class day!

Of our class, 13 were present to shake hands and recount the past. One of our number, an amateur photographer, took a view of the group on the spot, under shade of the beautiful trees, as well as views of the surrounding scenery, including Mt. Holyoke and Mt. Tom, and Deerfield Mt. on the North.

If there is a more beautifully situated town than old Amherst, in the country, the writer has not seen it. To tell of the literary exercises would

of course consume too much space, and a thousand schools and colleges have the same precious story to tell each year of their doings.

Prof. R. D. Hitchcock, of N. Y., presided at the delightful Alumni dinner—and to say he did his part *cum dignitate et gratia*, would be small praise. President Seelye holds his own and more too, which is saying much. Prof. Tyler still lives to honor the college and to be honored. He has been there 56 years. In his address he referred to the modern effort to decry classical studies. But Amherst, for one, will never give up Greek and Latin, and will never consider a young man liberally or truly educated without these studies. Prof. Crowell, Latin professor, is totally blind, yet continues to teach, and the College honors itself by thus continuing him.

From these heights of learning we must, though reluctantly, retrace our steps, as all delights of the kind have an end, though their memory shall remain.

We hurried on to

NEW YORK,

taking the boat at New Haven via the Sound. The sound of voices was heard in that vicinity in praise of Yale where a new president (Dwight) has been elected, and following which event, another followed hardly second in importance, viz.: the victory over Harvard in a boat race. Of this we cared little, though many talked as if the destinies of that College hung on the result.

So good bye

NEW ENGLAND,

with your hills and dales, your schools and colleges, young men and fair maidens, we must hasten on, though loth to leave your sacred soil. You have planted better than you knew. Your seed has been broadcast Westward, and your principles have taken root elsewhere, though at the cost of your own population. May your teachings be continued throughout this broad land, dissipating like Auroral rays, the darkness of ignorance and superstition, anarchy, misrule, Mormonism and all narrow bigotry! EDWIN N. ANDREWS.

Chicago, July 20.

We must get the children into the schools—all of them—make the school attractive and bright and genial and helpful. Get the people interested more, and they will help. Visit them, talk with them, invite them to the school-house to see what their children are doing. Every teacher must be a magnet to draw—a magazine of power to work—as tireless and steady as a locomotive to pull!

DR. N. A. CALKINS, President of the National Educational Association, and one of the most careful as well as one of the best posted men in the

country, in his address at Topeka said:

"The Government of the United States has given to the several States, for school purposes, about seventy-eight millions of acres of land. This area of land thus given for educational purposes is greater than the whole of England, Ireland and Scotland combined."

This land to-day, some of it, is worth from \$5.00 to \$10.00 per acre? Was it unconstitutional to do this? Can we give land and not money? Let us have the \$77,000,000.

We ought to kindle in every school district a thousandfold more interest and enthusiasm this year than ever before in the education of the people. Multiply Reading Circles, meetings, lectures, recitations and exhibitions of school work.

Enlist the local papers to give notice, to put in short items of what is being done.

Keep full of hope, sweetness and light yourself.

Get a nine months' term of school voted.

A GOOD STORY.

ANNA C. BRACKETT.

A TEACHER from the Indianapolis High School gives the following: "The experience of a chemistry teacher I met last summer is my own somewhat exaggerated. She sent a bottle of distilled water round a class, and asked how many were able to perceive the odor of hydrogen sulphide. All but six out of a hundred said they smelled it distinctly!"

Somewhat the same thing happens when we give a class of children a set of sentences and ask them to point out the grammatical errors. They will all find them though every sentence be faultless English.

This shows a great fault in teaching. Instead of looking at the sentence and seeing what they have, they are looking for a special kind of error, and they always find it.

It is as if we should insist upon it that the earth is in the centre of the universe, and then go to work to show how the planets can move as they do, that being the case. The way of teaching is all wrong if it produces such an attitude of the mind and such a lack of intellectual truthfulness.

One great lesson to a child should be: "Dare to say what you really think is true, even if you differ from the teacher and even a majority of the class."

The companion lesson, however, should be, "always hunt for the Truth and not to support your own opinion. And when you see that you are wrong always acknowledge it." It is barely possible that some of us teachers also may need these lessons.

RHODE ISLAND.

SUPT. GEO. A. LITTLEFIELD, Newport, R. I., said some good things to the New York teachers on "Educational Reform."

He said: "First is the need of larger school appropriations and double our number of teachers, with a much larger proportion of men. The best of apparatus, including a library, is an imperative need for every school building. Many teachers are poorly paid. The prospect of winning a competence for old age should be made better in the profession of teaching. The best investment a man can make, then, from a selfish point of view, is to favor large appropriations for his children's schools. The question of the amount must not be left for settlement to the rich misers, with no more children to educate. The parents and friends of the children must attend to the matter."

Secondly, there should be much more cordial acquaintance and co-operation between teachers and parents.

In order to avoid the narrowing tendency of their work, schoolmasters should mingle freely with their constituents to discuss public questions, and should be eligible to all distinctions that are open to other men.

School trustees should be chosen with great care, their action upon school business should be as fearless, wise, and consistent as that of the judge on the bench. No mere politician, sour critic, or condescending aristocrat should be found among their number, but only broad-minded, generous, and earnest men, and women determined to make the public schools equal to the very best, cost what it may."

This looks as if the people, and the teachers too, were *waking up*! There is a "good time coming."

Let us all work to the point of having provision made by law and taxation to keep public schools open nine months in the year, and a compensation of \$50.00 per month, or enough more, to secure competent teachers.

ALL admit the value and necessity of "tools to work with" in the school-room.

Good Desks, Maps, Globes, Charts, and Blackboards, are as essential to the children and the teacher in the school, as a plow, a hoe, or pitchfork is to the farmer in the field.

The cost is nothing when scattered over all the taxable property of the district and over all the years these things are in use.

THE most effective method of teaching grammar to children is to teach it practically and incidentally.

In one week Ely's Cream Balm opened a passage in one nostril through which I had not breathed in three years, subdued an inflammation in my head and throat, the result of Catarrh.—Colonel O. M. NEILLIAY, Owego, N. Y. (See adv.)

IMPROVED SPELLING.

THE following are the rules of spelling English words recommended by the English Philological Society and by the American Philological Association:

1. Drop the final e when it is phonetically useless, for example giv, hav, etc.
2. Drop the phonetically useless letter from the digraph ea; as in hed, hart, for head and heart.
3. Drop the a from beauty.
4. Drop o from eo when the digraph has the sound of e, as lepard, peple.
5. Omit i from parliament.
6. Write u for o in above, some, etc.
7. Drop o from the digraph ou when it has the sound of u as in nourish.
8. Drop silent u after g in native English words, such as guard, guest, etc.
9. Drop final ue in catalogue, etc.
10. Substitute rime for rhyme.
11. Drop the final consonant in such words as egg, odd, etc., when it is phonetically useless.
12. Drop silent b in bomb, dumb, limb, debt, doubt.
13. Change c back to s in cinder, pence, etc.
14. Drop h in choler, school, etc.
15. Change d and ed final to t when so pronounced; as crost, past, wisht, etc.
16. Drop g in feign.
17. Drop h in ghost, aghast.
18. Drop l in could.
19. Drop p in receipt.
20. Drop s in island and aisle.
21. Drop c in scent.
22. Drop t in catch.
23. Drop w in whole.
24. Write f for ph when the digraph has the sound of f.

HON. A. S. DRAPER, State Superintendent of Public Instruction, in New York says:

"It is not my business to teach school, nor to teach others how to teach, but to overlook the entire field and suggest and carry out improvements."

Had the nine normal schools nothing else to do but to train teachers they would have their hands full. The present district school system is an abomination. There should be town organizations, a town board, and a general tax on the town. If there is any one thing needed to-day, it is some legislative action which would result in the erection of a better class of common-school buildings.

Out of 31,399 teachers in the State, 29,324 are licensed by local officers. Abuses are inevitable.

Many are licensed who are incapable. There should be a uniform system of State examinations held simultaneously throughout the State."

DR. J. BALDWIN says:

"A set of Outline Maps, and local township, county and state Maps, are indispensable in every school."

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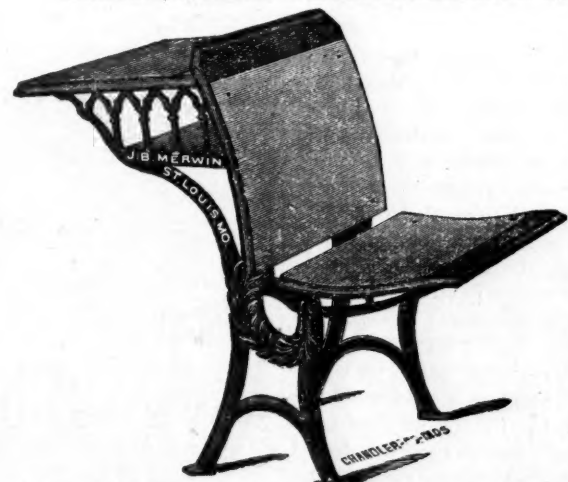
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GEO. D. ALEXANDER, Minden, La. { Editors.
J. B. MERWIN.....

LOUISIANA.

WE are moving all too slowly up to the point of establishing good common schools.

It costs money. Our people do not realize yet the importance of public education.

The schools should be in session nine months, and a compulsory school attendance law should be passed.

Our teachers are paid more liberally than of old—but all teachers should be paid at least \$50 per month, and the money should be ready to be turned over at the end of each month.

There is a great work for the teachers to do here in the education of the people, as Gov. McEnery suggests.

WELL SAID.

In *Hain's MANUAL TRAINING*—a book we have commended to all teachers—we find the case or the reason for Public School education stated as follows:

"Does the man who has no children willingly surrender a portion of his estate for the education of the children of others, as an act of benevolence? Not at all.

There is no security for property in a community devoid of education and consequent intelligence.

Intelligence alone confers upon property a sacred character. In one of two ways only can property be rendered secure in the owner's hands.

It may be protected by a hired soldiery, through the force of arms, or through the force of public sentiment enlightened by education. The reason why the poor but educated citizen would not lay violent hands on the rich citizen's property is the fact that he indulges the intelligent hope of himself acquiring property. Besides, the morals of a community are in the ratio of its intelligence."

It follows then, and can, and should be shown by our teachers everywhere, that education is the sole bulwark of the State, and so of property. The question of the first consequence is, therefore, always, what is the best system of education? It is obvious, also, that the subject of cost should not enter into the discussion: that the best education is the cheapest, is an indisputable proposition.

The editor of the London *Times* receives \$25,000 salary; the *Standard* pays \$15,000; *Daily News*, \$20,000; senior editors of the *Telegraph* receive \$17,500 each; *Manchester Guardian*, \$15,000; *Pall Mall Gazette*, *Spectator* and *Saturday Review*, each \$10,000; *St. James' Gazette*, \$9,000; and *Punch* \$15,000.

If a school system is doing good work, this work will indicate strength in those who perform it, and bring them to honor.

If the teacher is wanting in intellectual vitality, or missing the good will of the community—either fact betrays a weakness in the school system.

An intrinsically noble work, and one in a high degree valuable to society, cannot be rendered in the spirit which belongs to it, without immediate personal gains, and an increasing command of public favor.

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ing good books cheap. There are hundreds of people in this city who consider themselves regular customers. He knows a good book; he knows how to make it; he sells a \$1.00 book at 40 cents, and sells thousands. The books are mostly those that every reading man wants to own. The binding is always good; so is the paper and print. Alden surely has many friends who thank him for putting favorite authors within their reach."—*Post*, Toledo, Ohio.

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Avoid friction. Keep the pupils and the people so busy that there will not be any time for anything but work. All can be reached, and all can be interested; if not in one way, then in another; and all can and will contribute something if rightly approached. Let some of the older pupils help you inside part of the time, and you interest the people outside some.

What our teachers need to do, is to mix more with the people, to interest them in this great work; show them how, by the training you give the pupils, you add, as it were feet and hands and eyes—they see more, work more, do more, and are in every way better. Show this!

HAVE your contract read: "Wages to be paid at the end of each school month."

All other county and state officers get their pay at the end of each month.

PLENTIFUL and refreshing rains have fallen over a very wide extent of country. Do not listen to the croakers or join them.

With patience, friend, the course of duty run, God nothing does, nor suffers to be done, But that which you would do, if you could see The end of all events as well as He.

Now the only Croesus that I envy is he who is reading a better book than this!—F. G. HAMERTON.

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EMANCIPATION is in the air. The new education ferment is sure to set the whole mass into movement. The child was born to be educated—cramping is a temporary expedient, a scaffolding, a wrong; it is not education.

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RIGHT MAKES MIGHT.

MR. CHAS. ELIOT NORTON, in the *New Princeton Review*, for July, corrects some of the wrong impressions floating about in regard to Carlyle. Mr. Norton, in his personal reminiscences, says Carlyle's talk was the genuine expression of his individual temperament and genius, and of the wide range of his interest in human concerns. Much of it was in the nature of reminiscences, and the impressions of the past seemed to stand complete pictures before him, fresh as if of but yesterday; but he spoke but little of his personal affairs, and there was no touch of vanity in his narratives.

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"I've had but one thing to say from beginning to end of 'em," Carlyle said of his own books, "and that was, that there's no other reliance for this world or any other but just the Truth, and that if men did not want to be damned to all eternity they had best give up lyin' and all kinds o' falsehood; that the world was far gone already through lyin', and that there's no hope for it, save just so far as men find out and believe the Truth, and match their lives to it." He denied the correctness of the prevailing impression that he believed in the gospel of "Might makes right." The truth he held and had endeavored to set forth was the prime opposite, namely, that "Right makes might."

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REV. DR. R. S. STORRS has put himself on record in favor of the appointment of women upon the Brooklyn School-board. He cites the result of the experiment elsewhere, especially in Massachusetts, and considers it is no longer a matter of experiment. In Brooklyn the proportion of women to men teachers is twenty-nine to one, and it seems only common fairness to give the women some share in administration of the schools.

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RECENT LITERATURE.

SPECIAL REPORT ON ART AND INDUSTRY.

Our readers are familiar with the publications of the U. S. Bureau of Education from our constant reference to the Annual Reports of the Commissioner, and to the "Circulars of Information."

There is, however, another class of occasional publications issued by the Bureau which are a direct and permanent contribution to the literature of education. Interesting, important subjects, with the thoroughness and comprehensiveness which has characterized these "Special Reports," the Bureau has rendered the best possible service to American educators, and it is only to be regretted that Commissioner Eaton has not been enabled to see completed the plans which he early conceived and initiated for a series of such Reports.

These reflections are suggested to us by the receipt of a large volume entitled, "Industrial and High Art Education in the United States. By I. Edwards Clarke, A. M. Part I, Drawing in the Public Schools, by the First Installment of a Report made to Commissioner Eaton, and just issued by Order of the U. S. Senate as a Senate Document."

This Report is designed as a sort of "encyclopedia" of the subjects comprised in the title, and has a three-fold character, as a history, a storehouse of facts and arguments and a collection of practical papers.

There are to be four 'parts' or vols. Part I. Given to a history, discussion, and material relating to, or of use in, the introduction of Drawing in all Public Schools.

Part II. To contain a like history and description of the Classes, Schools and Higher Institutions of Industrial and Technical Training in the United States, with accounts in the appendices of similar Institutions in European countries.

Part III. Is to be given to the Art Schools and Academies in the United States, with similar information as to foreign Institutions.

Part IV. Is given to the Public Art Museums and Collections in the United States.

These histories have been prepared with the greatest care and pains. While each volume is an integral part of a consistent whole, it is also complete in itself.

It is impossible in the space at our disposal, to attempt any adequate description of the volume before us. Besides the direct Report and the Appendices, there are inserted as "Preliminary Papers," entitled "The Democracy of Art," a series of 14 essays in which are discussed the "Relations of Art to Education, Industry and National Prosperity." These will be found of interest by readers who may not particularly care for the details of the Report proper. The mottoes on the title pages of the Essays give the key-note of the whole Report: the first, by Willis Morris, the English poet-artist and designer, is this: "I do not want Art for a few any more than Education for a few or Freedom for a few." The second, by the late John D. Philbrick, tersely expresses the true American idea, "No system of Education is truly solid and sound and Democratic, which does not make it possible for the child of superior merit, however poor, to mount to the highest round of the Educational ladder." Words which, as Whittier has written, "Should be seen in letters of gold in every school house in the land."

In addition to these Essays there is a Table of Statistics of Art Schools and Museums which occupies some 25 pages. Parts III and IV will contain the histories of the Institutions here recorded, as well as similar Tables of Statistics brought down to the date of their publication.

In typography, paper and binding

this volume is an admirable example of what can be done in the Government printing office, and is in its outward aspect a very pleasing departure from the ordinary public document.

Col. Clarke, as author and editor, has evidently never lost sight of the fact that the book is designed primarily as a book of reference for the use of educators and educational officials, and, by full "Tables of Contents," by "Running Titles," by "Cross Heads" and by a copious "Index" he has facilitated, in every possible way, its use, so that the contents of this big book of 1,100 pages are easily accessible.

The design has been to comprise in this volume all the information needed to enable a School Board to decide for themselves whether the introduction of Drawing in the Schools was desirable.

If the decision is affirmative there will be found in the Appendices whatever in the way of courses of study, in the judgment of those most competent to judge, requisite to enable the teachers to go on with the study.

In the history of the experiment as tried in Massachusetts and in other States, and in the District of Columbia; in the accumulation of the arguments of the friends of the new movement; in the account of what England and other nations have done in this direction; it has been sought to give to persons remote from large libraries all necessary information on which to base their decisions.

In Chapter I and in Appendix A, in which the history of various attempts in America and England are given, much of great interest to all who love to trace effects to their causes, and to watch the first steps in the evolution of civilization. Looking back from the heights of to-day the struggles of these early pioneers of progress seem almost incredible.

This work represents the labor of years, and is designed for the educators and educational officials throughout the United States, but it will not reach them unless Congress shall, in its wisdom, order an edition of "extra copies" for general distribution, otherwise the work, which is stereotyped and can be furnished at slight cost, will fail of its great purpose. It is a work in which the people are concerned and they must ask Congress for it.

MESSRS. D. APPLETON & Co. will soon begin an International Education Series. Two volumes are nearly ready for publication—"The Philosophy of Education," by Dr. J. K. F. Rosenkranz, of the University of Königsberg, and "A History of Education," by Prof. F. V. N. Painter, of Roanoke College, Virginia. This series will embrace works by European as well as American authors, and will be edited and contributed to by Dr. W. T. Harris.

ANOTHER good book is William A. Mowry's *Talks with My Boys*, a series of familiar counsels given by a wise, genial veteran teacher to his pupils. Dr. Mowry was for many years a successful teacher, and now owns and conducts the monthly magazine called *Education* with great ability and success.

D. APPLETON & Co., send us Vol. II. of their splendid International Series just inaugurated, entitled "History of Education," by F. V. N. Painter. A work of great value to every teacher. Education is traced in its relation with the social, political and religious conditions of each country. Dr. Wm. T. Harris writes the Introduction. Considerable prominence has been given to Comenius, Pestalozzi, Froebel, and other educational reformers.

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RECENT LITERATURE.

VAN ANTWERP, BRAGG & Co., send us "The Elements of Pedagogy," by Emerson E. White, LL.D., designed for use in Normal Schools, Normal Institutes, Teachers' Reading Circles, and for teachers and all other persons interested in education.

This work had its origin, as we are told in the Preface, in the belief that the time has come for such a study of school education as will ascertain the limitations of its maxims and the coordination and harmonizing of apparently conflicting methods. It embodies the results of an earnest effort to reach these ends by the sure path and in the clear light of psychology and practical experience.

Cassell's Family Magazine for August opens with an interesting picture of "Love's Bright Dream," called "Yesterday," but equally appropriate for to-day or for all the to-morrows as long as warm weather lasts. "A Family Doctor merely entreats us to take good care of the throat and voice, and shows us how to do it. A poem—"The Twentieth Century"—is a remarkable production. Will not our teachers heed, and work for the consummation asked for the children in the last stanza:

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Some grand deed done, some noble utterance spoken,
Give thou my children, I will make them mine."

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OUR readers shall have Extracts from time to time of the grand Address of Dr. N. A. Calkins, of New York, delivered as President of the National Educational Association, at Topeka, before that body—or so many of them as could crowd in and around the Opera House—on Wednesday, July 14, 1886.

D. APPLETON & Co. send us also a "Hand-Book of Psychology," by James Sully, M. A. This is universally acknowledged to be the most practical and valuable exposition of the elements of mental science ever written. As a book for teachers in advanced grades it will be universally sought for and universally used.

THE able address entitled "American Citizenship" which was delivered by Dr. Herrick Johnson, of Chicago, at the dedication of Albert Lea College, has been handsomely printed in pamphlet form, and is sold at the low price of ten cents to aid in furnishing the College.

Every teacher in the land should read and study carefully these wise, practical suggestions of Dr. Johnson. Address orders to Mrs. Laura G. Fixen, Albert Lea, Minn.

THE Magazine of Art for August has for a frontispiece an illustration of Rosetti's "Ecce Ancilla Domini." An admirable paper by W. J. Nettleship on "Animals in Decoration" treats the subject in a clear, entertaining, and popular way, and pleads for having no animal in art that is not an exact imitation of nature. Charles de Kay writes of "A Group of Colorists," with high praise for the appreciation art finds in America. Cassell & Co., New York.

We have looked over "Thompson's Teacher's Examiner," somewhat carefully, and find that the design of the author "to facilitate examinations and to cultivate an ever-growing love for knowledge—to bring the life and study of both teacher and pupil into a higher sphere of action, and give more useful information," has been most fully and admirably carried out.

THE CHAUTAUQUAN for July numbers the veteran newspaper man, Ben Perley Poore, among its contributors, in a lively sketch of "Congressional Oratory—Then and Now." Perhaps no man in the country has had an opportunity to know so much upon the subject as Major Poore.

WHAT a luxury to read *St. Nicholas* these hot days. It is full of cool water sports illustrated; full too of choice stories, including the charming "Little Lord Fauntleroy," with "The Agassiz Association," "The Letter Box," and "The Riddle Box." The Century Co., New York.

WIDE AWAKE for August is more than a daisy number. What could be more charming than the illuminated cover—excepting the reading matter and illustrations inside.

If the publisher does not have to go home via Walden Pond after this, we are mistaken—or is the picture of the Concord School of Philosophy to be taken literally as representing the croakers?

THE Midsummer holiday number of *The Century* is a rare issue. The fulness and beauty of its illustrations have never been surpassed—and that is saying a good deal.

The Western Art Movement will interest St. Louis and Chicago people.

"Is it Peace or War?" should be read whatever else is omitted. In fact every article is attractive. *The Century Co.*, New York.

YOUNG E. ALLISON will have in the *Southern Bivouac* for August an illustrated sketch of the life and death of Father Ryan.

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Messrs. LORD & THOMAS, of Chicago, the well-known and popular Advertising Agents have moved into new quarters, Nos. 45, 47 and 49 Randolph St., between State and Wabash Ave. The building is one of the most elegant in Chicago; built of sand stone, it is 70 by 174 feet, practically fire proof, and lighted on four sides. Three large elevators and two spacious stairways, give abundant facilities for passengers and freight.

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Our friends who wish to see a copy of our paper when in Chicago, can always find it on file at the Agency of Messrs. LORD & THOMAS.

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